

Adolescent Development

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Today's Learning

- Basics about Adolescent Development
- Noticing when an adolescent is becoming unwell
- Resiliency & Positive Youth Development
- Resources and Support



Today's Resources

- National Council for Community Behavioral Healthcare
 - Youth Mental Health First Aid:
<http://www.wishschools.org/resources/YMHFA.cfm>
- American Psychiatric Association
 - Developing Adolescents:
<https://www.apa.org/pi/families/resources/develop.pdf>
- Johns Hopkins University
 - The Teen Years Explained:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/_pre-redesign/Interactive%20Guide.pdf



Typical Adolescent Development

- Before we begin, work with your table partners to draw/write/depict what typical adolescent development looks like.
- Consider the changes to the following areas:

Physical Cognitive Emotional Social

Typical Adolescent Development

- Adolescence is a time that bridges the gap between completely dependent childhood and independent adulthood
- Humans take the longest to 'grow up' than any other species

Physical **Cognitive** **Emotional** **Social**
Sexual Identity **Morality**

Physical Development

- Onset of puberty.
 - For girls, as early as 8, usually slowing down by 18
 - For boys, as early as 9, usually slowing down by 21
- Hormonal levels change
- Facial hair appears
- Menstruation begins
- Change in appetite
- Height/weight increases

Cognitive Development

- Increase capacity for abstract thought
- Increase capacity for reasoning abilities
- Greater ability to ‘think about one’s thinking’ (metacognition)
- Executive functioning skills improve: especially planning
- More goal oriented towards the future
- Overproduction of neurons, followed by pruning
 - Similar to the infant/toddler stage

Emotional Development

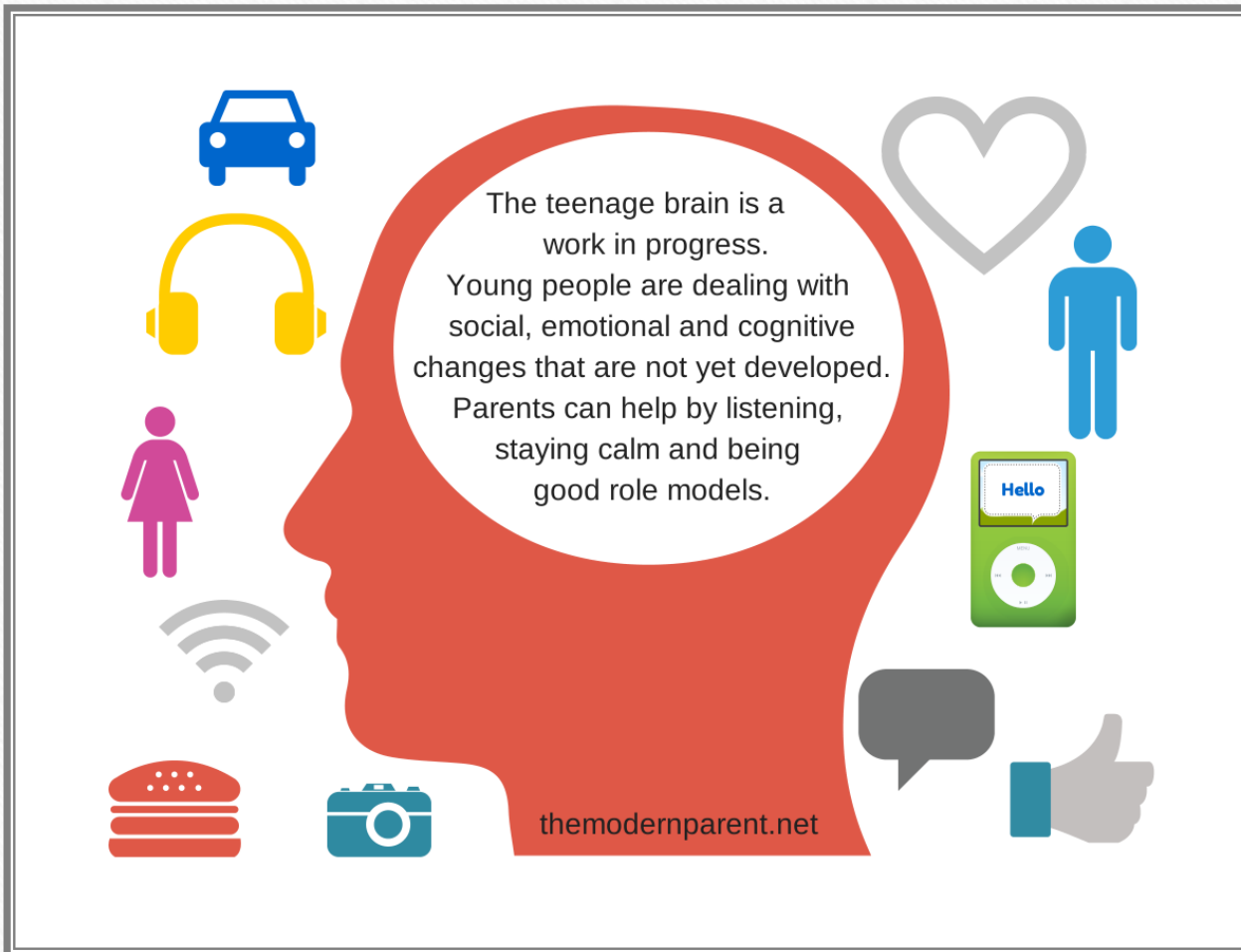
- Increasing self-identity & self-awareness
- Increase emotionality and moodiness
 - Testosterone in girls and boys has been shown to swell the amygdala (area associated with social acceptance, pleasure and emotions)
- Increasing skills of emotional regulation and self-management
- Still struggle with recognizing emotional expression and perspective taking
 - Almost no activity in pre-frontal cortex in studies where adolescents were asked to look at facial expressions

Social Development

- Decrease interest in parents
- Increase interest in peer influences
- Learning to manage an increasing number and different types of friendships
- Contemplating questions around 'who am I' and 'who do I want to be'
- Increasing need for independence

Other Factors: Sexual Identity & Moral Reasoning

- Increasing interest in sex and sexual activities
- Beginning stages of exploring sexual identity
- Increase romantic relationships
- Increase testing of limits and questioning rules/authority
- Selection of role models
- Exploring cultures, traditions and belief systems in and outside the family



The Adolescent Brain

<https://www.youtube.com/watch?v=du8siPJ1ZKo>

Daniel Siegal

<https://www.youtube.com/watch?v=gw9GrgNcYcg>

Sarah Jayne-Blakemore

https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain

Adolescence & Mental Health

- It is estimated that 1 in 5 school age youth will struggle with mental health issues
- Suicidal ideation and rates of suicide increase in adolescence and peaks in early adulthood (National Institute of Mental Health, 2009)
- Mental wellness exists on a spectrum. The earlier we can intervene, the better

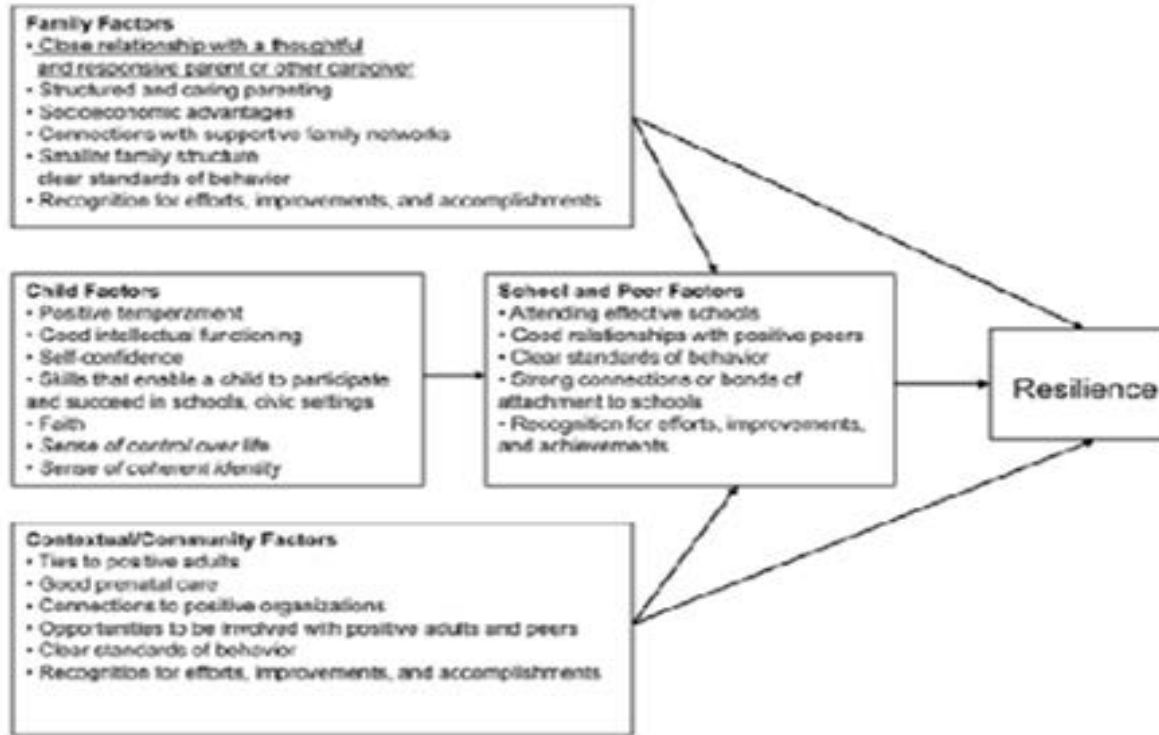


Notice the Warning Signs

- Adolescent development comes with a fair amount of turmoil that would be considered typical
- Notice if there is a significant *impact* at: school, home or community

Typical Development	Potential Warning Sign
A youth changes a hobby or interest	A youth gives up an interest and doesn't appear to replace it with anything. Complains of persistent boredom/low energy
Testing limits/challenging authority	Expressing hopelessness, excessive oppositionality, or irritability
Expressing the need for more privacy	Becoming very secretive or seems paranoid
	Thoughts or expressions of suicide

Figure 3. Protective, or buffering, factors that promote resilience.*



* Underlined factors apply especially to young children, italicized factors apply especially to adolescents.

Sources. (1) Masten, A. S. & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: lessons from research on successful children. *American Psychologist*, 53, 2, 205-220. (2) Hawkins, J. D. (2005). *Promoting successful youth development*. Paper presented at the White House Conference on Helping America's Youth. Social Development Research Group. Washington, DC; (3) Mrazek, P. J. & Haggerty, R. J. (Eds.) (1994). *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research*. Washington, DC: National Academy Press.

Fostering Resiliency

Resiliency is 'the process of adapting well in the face of adversity' (APA, 2017)

Photo source: SAMHSA, 2007

Promotion and Prevention in Mental Health: Strengthening Parenting and Enhancing Child Resilience

<http://store.samhsa.gov/shin/content/SVPO7-0186/SVPO7-0186.pdf>



The 5 C's of positive youth development

Asset	Definition	How to Foster It
COMPETENCE	Perception that one has abilities and skills	Provide training and practice in specific skills, either academic or hands-on
CONFIDENCE	Internal sense of self efficacy and positive self-worth	Provide opportunities for young people to experience success when trying something new
CONNECTION	Positive bonds with people and institutions	Build relationships between youth and peers, teachers and parents
CHARACTER	A sense of right and wrong (morality), integrity, and respect for standards of correct behavior	Provide opportunities to practice increasing self-control and development of spirituality
CARING	A sense of sympathy and empathy for others	Care for young people

Resources & Support

- Text HOPELINE: Text "HOPELINE" to 741741
 - <http://centerforsuicideawareness.org/services/hopeline/about.html>
- 211 Wisconsin
 - <https://211wisconsin.communityos.org/>
- National Alliance on Mental Illness
 - <http://www.namiwisconsin.org/>
- Wisconsin School Mental Health Framework
 - <https://dpi.wi.gov/sspw/mental-health>

Questions/Comments?

